



21st Century Community Learning Centers Program Manual

Tennessee Department of Education | October 2016

Funding for this program is provided by the US Department of Education under Title IV, B of the Every Student Succeeds Act (ESSA).

Table of Contents

GENERAL INFORMATION	3
Background	3
Approved Activities	3-4
Eligible Applicants	4
Absolute Priority.....	4
Program Hours	5
Programming	5
ESEA Flexibility Waiver 21 st CCLC Option	5-6
Review Process	6
Grant Awards	7
Grant Extension	7
Appeals Process	7-8
PROGRAM COMPONENTS.....	8
Site Location/Transportation/Safe Passage.....	8
Nutrition Programs and Physical Activity.....	8
Special Needs and Private School Students	9
Adult Services/Family Engagement.....	9
Staff Development	9
Collaboration and Partnerships	10
PROGRAM PERFORMANCE AND COMPLIANCE.....	10
Principles of Effectiveness	10
Evaluation Measures	10-11
Performance Measures	11
Continuous Improvement Plan	11-12
REPORTING AND MONITORING.....	12
Monitoring	12-13
Onsite Monitoring.....	13
Desktop Monitoring	13
FISCAL MANAGEMENT	13
Budget Considerations and Technology Purchases	13-14
Program Fees.....	14
Allowable Costs	14-15
Reimbursement Requests	15-16
Budget Revisions	16
Inventory/Records Management	16
Grant Close-out Process	16
ADDITIONAL RESOURCES	17
APPENDIX	18-33

General Information

Background

The 21st Century Community Learning Centers (21st CCLC) program provides federal funding to establish or expand community learning centers. These centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session. Originally funded by direct grants from the U.S. Department of Education, responsibility for the administration of this program was transferred to state education agencies under the Elementary and Secondary Education Act (formerly NCLB Act of 2001). Current guidelines for the administration of the 21st CCLC grant can be found under Title IV B of the Every Student Succeeds Act (ESSA).

The overarching goal of the 21st CCLC program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas.

Approved Activities

21st Century Community Learning Centers provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities/programs may include¹:

Remedial Education	Recreational Activities
Academic Enrichment	Technology Programs/Telecommunication
Math & Science Activities	Expanded Library Hours
Arts & Music Activities	Parent Involvement/Family Literacy
Limited English Proficient Classes	Drug & Violence Prevention
Tutoring & Mentoring Programs	Counseling Programs
Assistance to Truant, Suspended, or Expelled Students	Character Education
	Entrepreneurial Education

¹ Source: USDOE <http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>

In addition, community learning centers may offer opportunities for literacy and related educational development to family members of participating students including school readiness activities for younger siblings of students being served.

Eligible Applicants

Local educational agencies (LEAs), community-based and faith-based organizations, and other public or private organizations are eligible to apply for funding. Applicants other than an LEA must collaborate with the school(s) of the students to be served. Grant funds may *not* be used to support religious practices².

Organizations that have not previously received grants from or provided contractual services on behalf of the State of Tennessee will be required to verify their ability to administer complex grant programs before being considered for funding.

Applicants that have previously received department administered extended learning funding are eligible to apply for additional grant funds. Prior grantees will be required to provide detailed information regarding the program's prior success in attendance, academic and social skills achievements for students, and evidence of sound fiscal management of the grant program. The proposal submitted may not be a duplicate of the previous project; new strategies for addressing student needs must be presented.

Absolute Priority

Grants can only be awarded to programs that primarily serve students who attend schools with a high concentration of low-income students. This is specifically defined as schools eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-cost meals through the National School Lunch Program. This percentage may be accessed by locating the Economically Disadvantaged percentage for each school via the state's report card website [here](http://www2.ed.gov/policy/fund/reg/fbci-reg.html). Select the district, then the school to obtain the percentage.

² Source: USDOE <http://www2.ed.gov/policy/fund/reg/fbci-reg.html>

Program Hours

All programs are expected to provide services in a manner consistent with the state child care guidelines ([here](#)) and meet the following service hour requirements:

- Grades K–6: Minimum 12-15 hours per week of programming
- Grades 7–12: Minimum 10-12 hours per week of programming

Programs that operate for 15 or more hours per week will work with the department's school-aged childcare division to receive a certificate of approval for operations.

Programming

In an effort to ensure projects have a stronger connection to regular school-day programming and state standards, programs should address the following focus areas:

- Increasing reading and math proficiency
- Strategies that will improve high school graduation rates and increase post-secondary access/success
- Providing intentional, hands-on approaches that increase students' interest/engagement in science, technology, engineering and math (STEM) programming

All activities must be evidence-based and supported by research.

ESEA Flexibility Waiver 21st CCLC Option

In February 2012, Tennessee was one of ten states granted a waiver from certain portions of the ESEA requirements. Within its waiver application, TDOE indicated it would like the option to provide more flexible usage of the 21st CCLC funds (*ESEA 4201(b) (1) (A) and 4204(b) (2) (A)*).

Under the approved waiver, TDOE may permit an eligible entity to use 21st CCLC program funding to provide activities that support high-quality expanded learning time during an expanded school day, week, or year, in addition to activities during non-school hours or periods when school is not in session. For the purpose of the waiver, expanded learning time is defined as the time that an LEA or school extends its normal school day, week, or year to provide additional instruction or educational programs to students beyond state-mandated requirements (*ESEA Flexibility, Frequently Asked Questions, Addendum #4, May 7, 2012*, <http://www.ed.gov/esea/flexibility>).

In order to use 21st CCLC funds in this manner, applicants must clearly outline the planned schedule and programming to be offered under this option. Flexibility option programming must be utilized to help close gaps between groups of students (e.g., students with disabilities, racial minorities, students from economically-disadvantaged backgrounds) ensuring that they are moving forward in reaching proficiency level goals. Information on districts' proficiency levels can be found [here](#). It is expected that agencies utilizing the flexibility option will provide a minimum of 180 extra hours of services each year of the grant cycle. Funded agencies still will be required to meet all other 21st CCLC requirements, including the supplement, not supplant rule, and follow all guidelines stated in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([here](#)).

Review Process

All complete application packages meeting the program requirements and received by the department on or before the due date will be forwarded to a peer review committee. The committee will provide each application with a technical merit score based upon the review criteria and rubric identified in the boxed areas of the application instructions. Technical merit scores will serve as the foundation for grant award decisions.

Prior 21st CCLC grant recipients who have completed a grant cycle may re-compete for funding; however, previous performance as a 21st CCLC grantee will be taken into consideration in the awarding of a new grant.

The department reserves the right to not award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded if necessary to meet federal program requirements. The department may consider the relative availability of afterschool programming in an area when determining grant awards. **All awards are subject to the availability of federal funds. Grants are not final until the grant contract and/or grant award notification is executed.**

Grant Awards

Competitive grants are awarded in the range of \$50,000 to \$750,000 per year for three years with the optional two years of additional funding if the project is achieving the desired outcomes for the students being served. Each individual site may ask for \$50,000 to \$110,000; however, a project including multiple sites may not exceed \$750,000. Matching funds are not currently required but may be required at a later date.

Beginning with the 2017, grant competition, there will be no maximum cap on project awards.

Grant Extension

At the end of the first three years of the grant, the extended learning staff will review the grantee's end of the year of report to determine if the grant will be extended for an additional two years. Staff will review the end of the year report, as well as previous U.S. Department of Education Annual Performance Report (APR) data, student participation data, and monitoring visit reports, to determine projects to be continued and the level of funding to offer. Projects not making significant progress towards the goals approved may not be re-funded or may not be funded at the level requested.

Appeals Process

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the Tennessee Department of Education (TDOE), extended learning programs. Appeals are limited to the grounds that the TDOE failed to correctly apply the standards for reviewing the application as specified by the request for proposals. Appeals based on a disagreement with the professional judgment of the grant readers will not be considered. Grant reviewers represent a diverse range of professions and are recruited based on background and experience related to education, youth development, and extended learning programming. Funding decisions are determined by the grant review committee. The department's role is to facilitate the process in accordance with state and federal policies and regulations.

The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must have an original signature of the authorized agent who signed the application. An original and two copies of the appeal should be mailed to:

*Director, Extended Learning Programs
Tennessee Department of Education
710 James Robertson Parkway, 11th Floor
Nashville, TN 37243*

The department must receive the letter of appeal within 30 business days of the written notification of grant award announcement. Upon review of the appeal, a response will be provided to the complainant within 30 business days.

Program Components

Site Location/Transportation/Safe Passage

21st CCLC sites must be established in elementary, secondary schools, or in any other location that is *at least as available and accessible to students as the school they attend*. Providing safe transportation to the 21st CCLC location and home is a federal requirement. All programs/sites must establish a plan for the safe transportation of participants and explain that procedure in the proposal, such as bus transportation, parent pick-up, or walking. All programs will be expected to provide services in a manner consistent with state child care guidelines ([here](#)).

Nutritional Programs and Physical Activity

Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants. For general information, visit the U.S. Department of Agriculture (USDA) Food and Nutrition Service website ([here](#)). For specific information about afterschool snacks, visit the Child and Adult Care Food Program (CACFP) website [here](#).

Program funds should not be spent on unhealthy snacks or foods during participant or family engagement activities. See **Additional Resources** sections for a listing of allowable costs.

Physical activity needs to be balanced with good nutrition in order to create a healthy learning environment. After-school programs can play an important role in promoting healthy lifestyles for youth. Grantees are required to include a **minimum of 60 minutes per week** of participation in physical activities as part of the program design, as well as promote improved nutritional habits of program participants. Click [here](#) for ideas.

Special Needs/Private School Students

Students with special needs who attend targeted schools are eligible to participate in 21st CCLC programs. Agencies should plan accordingly; however, accommodating students with special needs should not cause undue hardship on program services to other participants. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible dependent upon a student's individualized education plan.

Private school students who are part of the same target population as students receiving 21st CCLC services are also eligible to receive services. Agencies should communicate with private schools prior to proposal submission and throughout the life of the grant.

Adult Services/Family Engagement

Local programs are expected to offer family engagement activities to support the advancement of students' academic achievement and social development. Local programs may also provide educational services, family literacy activities, or job training classes to adult family members of students participating in the center. A grantee is expected to host a *minimum of one family engagement activity per quarter* be offered at all program sites.

Staff Development

Experience indicates that high-quality staff development is an essential element in an effective 21st CCLC program. Agencies must describe the plan for insuring that staff has access to high-quality training and professional development. In addition to activities that may be provided locally, each application should include plans to send a representative to state trainings/meetings each year of the project. The "You for Youth" (Y4Y) portal ([here](#)) offers free online professional learning and technical assistance for 21st CCLC programs. Grantees should refer the child care rules ([here](#)) for specific requirements related to staffing and professional development. **It is expected that all agencies are adhering to the child care rules as appropriate and necessary including employee background checks and screenings.**

The key personnel for any extended learning program includes the project director, site coordinator, and teacher. Sample job descriptions can be found in Appendix A.

Collaboration and Partnerships

Establishing partnerships with other organizations is a very important aspect of this program. Community-based organizations should form partnerships with the schools of students being served. Partnerships with existing extended contract services, Title I, special education, LEAPs, or other school-based programs could help provide the required academic components of the 21st CCLC program. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, civic, or volunteer groups to assist with non-academic programming.

Program Performance and Compliance

Principles of Effectiveness

21st CCLC programs must be operated in a manner that is in compliance with the Principles of Effectiveness – *Section 4204(b) (2)* developed by the U.S. Department of Education. These principles include the expectation that programs:

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards³.

Evaluation Measures

It is essential that agencies have the capacity to access and collect appropriate progress report and evaluation data. All funded 21st CCLC sites will be expected to participate in a rigorous

³ USDOE <http://www2.ed.gov/programs/21stcclc/index.html>

evaluation process that will include the collection of attendance, academic achievement and disciplinary information for the students served. In addition, all sites will be expected to submit the Annual Progress Report for 21st Century Community Learning Centers developed by the U.S. Department of Education.

Performance Measures

The following performance measures have been established for the 21st Century Community Learning Centers Program. Individual program sites will be evaluated based upon these measures:

Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

Behavior: Students participating in the program will show improvement on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Attendance: Implementation of strategies associated through research and best practice with the ability to increase the range, availability, quantity, and quality of services available to students.

A student is considered a regular attendee if he/she participates in the program an average of one hour a day for a minimum of 30 days. Please note this does not have to be consecutive days. Students receive additional credit for attendance if they attend a summer program that is offered six hours or more per day.

In addition to the performance measures reference above, TDOE will also consider the fiscal management of grant funds. See the Additional Resources section for fiscal monitoring guidelines.

Continuous Improvement Plan

Grantees are required to establish, implement, and report on based on measurable program goals/objectives/outcomes called SMART goals. *S: Specific; M: Measurable; A: Attainable R: Relevant; T: Timely.* Please see the “Additional Resources” section for links about writing SMART goals.

Agencies are expected to describe the methods/tools of evaluation, a summary analysis of the data collected, how the information will be disseminated to key stakeholders, and how they will use the information to improve the programming offered to students. Grantees may use grant funds to pay an external evaluator for services or utilize the expertise of a partner organization to assist with program evaluation.

As a part of the evaluation process, local CCLC staff will enter program information in the state-sponsored data collection system and participate in the 21st CCLC statewide evaluation activities. In order to track student enrollment and academic and discipline information via the Student Information System package (SIS), grant staff should work with assigned school/district staff to “flag” program participants in the SIS package for 21st CCLC under student classification. See “Additional Resources” section for instructions.

Reporting and Monitoring

Reporting

Each grant-funded project will submit a mid-year and end-of-the-year report. The report will include program updates and outcome data related to SMART goals. The grantee will provide detailed information about how data is being used to make program improvements. Programs will also be required to complete the US Department of Education’s Annual Performance Report (APR) for 21st CCLC programs.

Monitoring

On-site Monitoring. On-site Monitoring of grantees is completed by the extended learning program staff. Grantees are selected for onsite monitoring using pre-award risk assessment data. The risk assessment data is based on performance indicators including, but not limited to, prior audit findings, timely drawdown of grant funds, timely submission of grant reports and data, and significant change in grant personnel. The extended learning staff members use the program and fiscal monitoring tool (see Appendix C) during the onsite monitoring visit. During the on-site visit, a reimbursement request will be selected for in-depth review. The grantee provides the supporting documentation for the request. Invoices, purchase orders, and other documentation are reviewed onsite with the grantee’s fiscal representative. Extended learning staff will also review program documents and observe program activities during the monitoring visit.

At the conclusion of the visit, the grantee receives a copy of the completed monitoring tool, along with a corrective action plan, if needed. The monitoring tool is signed by the grantee, extended learning consultant, and extended learning director. See the “Additional Resources” Section for a link to the monitoring tool.

Desktop Monitoring. Four 21st CCLC grantees will be selected per month for desktop monitoring. Selected grantees will provide all supporting documentation for a single reimbursement request. Extended learning staff will review documentation and follow-up if there are any questions or corrective action needed.

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the state treasury. The agency may file a written appeal to the department concerning the corrective action within 10 business days from the date of the monitoring visit. The written appeal should be sent to the extended learning programs office. The appeal packet should contain materials which support the appeal. Extended learning program staff will review the materials and will notify the appellant within five business days of receipt of the appeal.

Fiscal Management

Budget Considerations and Technology Purchases

21st CCLC grants are administered as reimbursement grant contracts, meaning the grantee delivers services and is reimbursed for actual approved expenditures. Agencies should possess the fiscal capacity to manage the cash flow challenges presented by this type of grant process. Grantees are encouraged to maintain two to three calendar months operating capital to provide programming between payment requests. **Carry-over funds are not allowed.**

Reimbursements for capital purchases may be authorized, except for vehicle, land, or building acquisition. Vehicle leases are allowable expenditures if necessary. Funds received under this program may only be used to supplement and not supplant federal, state, and local funds that would otherwise be available and used for program expenditures. Grant funds may not be used to support religious activities, programming, or purchases.

Technology items must be approved by extended learning staff prior to purchase. These funds are not meant to be used as a technology grant; therefore, typically, approval is granted for

no more than 10 items per project year (e.g., e-readers, iPads, and computers). This limit also applies to multisite programs.

Agencies must complete a technology request form and obtain a minimum of three bids/quotes for the items being requested. The technology request form should be sent to extended learning staff members for review/approval. Justification must demonstrate that the requested items are necessary for successful implementation of program activities and affect student success.

Program Fees

Program fees are permissible; however, applicants must establish a sliding fee scale that takes into account the relative poverty of students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure and how the fees will be administered and managed. Per federal program guidance, fees may only be used to fund activities specified in the grant application.

Allowable Costs

When determining if charges are allowed/appropriate for a federal grant, consider if the expenses are:

- Necessary for the performance or administration of the project
- Reasonable
- Allocable to a particular cost objective
- Legal and authorized (or not prohibited) under state or local laws
- Consistent with uniform policies of other federal and non-federal activities
- Consistent with generally accepted accounting principles
- Adequately documented

Expenditures must follow the basic guidelines listed above and must be clearly tied to goals and objectives of the project or program. Generally **allowable expenses** include:

- Salaries for program personnel including the project director, site coordinators, teachers, tutors, and educational assistants/paraprofessionals
- Supplies and materials required for 21st CCLC program
- Equipment necessary for 21st CCLC program (see section on equipment or sensitive items)

- Travel to 21st CCLC trainings, conferences, and workshops
- Reasonable transportation for 21st CCLC activities
- Fees associated with required criminal background checks

Some examples of **non-allowable expenditures** are:

- Agency level expenses, not directly or clearly related to programs
- Bonuses or incentives for personnel including cash or material items
- Entertainment (e.g., amusement, diversion, social activities)
- Some food (consult with extended learning program staff for specific guidance on determining when funds may be used to purchase food items)
- Incentives for students (e.g., prizes, plaques, t-shirts, etc.)
- Promotional or marketing items (e.g., flags, banners, t-shirts)
- Decorative items
- Interest or late payment fees on credit cards
- Purchases of facilities or vehicles
- Furniture, gift cards
- Capital improvements (e.g., permanent buildings, fixtures, or renovations)
- Lobbying
- Travel expenses for individuals not involved with the project
- Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (e.g., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)
- Supplanting federal, state, or local funds

This is not an all-inclusive list of allowable and non-allowable expenses. Grantees are expected to follow all guidelines for the administration of federal grant funds. Grantees should refer to the Education Department General Administrative Regulations ([here](#)) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([here](#)) for guidance.

Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly. All payment reimbursement requests should be submitted electronically through ePlan ([here](#)). Please refer to the ePlan training materials for the steps to submit reimbursement requests. The training materials are located on the TDOE resources section, extended learning tab of ePlan home page.

Reimbursement requests will be reviewed by extended learning staff members. Receipts, invoices, and billing statements should be kept on file and available for review as needed or requested.

Budget Revisions

Budget revisions are completed in ePlan. Revisions must go through the agency approval process before being approved by the extended learning staff. If a budget revision is returned not approved, check the history log in ePlan for comments concerning additional information that is needed or corrections to be made.

Inventory/Records Management

Items must be added to the inventory list and labeled appropriately using **cost center tags**. These tags can be purchased through an online vendor and should include the following series of numbers: **331.09.192 FY ____**. Damaged, lost, or stolen items must be accounted for on the inventory list. See a sample form in the “Additional Resources” section.

At the close of a successful grant cycle, agencies may retain the equipment as their property, provided it will continue to be used in a manner consistent with the program guidelines. Program documents, files, and financial records must be maintained for a minimum of three years after the close of the grant project.

Grant Close-out Process

At the conclusion of a grant cycle, agencies are required to do the following:

- Submit final end of the year report
- Complete all program data entry into the data collection system and complete the APR reporting as required by US Department of Education
- Request final reimbursement payment through ePlan
- Ensure all participants are properly flagged as 21st CCLC students in their school systems attendance/information computer program

Failure to complete these tasks could result in the withholding of final payments and/or repayment of grant funds.

Additional Resources

21st Century Community Learning Centers Non Regulatory Guidance:

<http://www2.ed.gov/programs/21stcclcl/legislation.html>

Education Department General Administrative Regulations (EDGAR)

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Every Student Succeeds Act (ESSA): <http://www2.ed.gov/documents/essa-act-of-1965.pdf>

U.S. Department of Agriculture Food and Nutrition Service:

<http://www.fns.usda.gov/cnd/afterschool>

U.S. Department of Agriculture Food and Nutrition Service Child and Adult Care Food Program (CACFP): <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal

Awards for guidance ([http://www.ecfr.gov/cgi-bin/text-](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp)

[idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp)

Tennessee Department of Education ePlan website:

<https://eplan.tn.gov/default.aspx?ccipSessionKey=636126803126283393>

Tennessee Department of Education extended learning programs website:

http://www.tennessee.gov/education/instruction/extended_learning.shtml

Tennessee Department of Human Services Adult and Family Services Division, Chapter 1240-04-

03 Licensure Rules for Child Care Center: <http://share.tn.gov/sos/rules/1240/1240-04/1240-04-03.20160701.pdf>

You For Youth, Online Professional Learning and Technical Assistance for 21st CCLCs:

<https://y4y.ed.gov/>

Appendix

Appendix A

Sample Job Descriptions

Project Director Responsibilities

- Ensures program activities adhere to 21st CCLC grant requirements
- Reviews grant budget, goals, and objects and establishes benchmarks for success each year
- Collects report card and assessment data for each student in the program to monitor progress
- Works with site coordinators to meet attendance goals and compliance of state and federal 21st CCLC guidelines
- Makes sure students are flagged in student management system as 21st CCLC participants
 - To accomplish this, students should be flagged before Thanksgiving Break
 - Follow up and confirm that all students have been flagged by Spring Break
- Oversees data collection/management activities
- Prepares mid-year and end of the year reports
- Collects and enters the data for the Annual Performance Report (APR)
- Recruits, trains, and monitors staff, volunteers, and interns
- Works with the Tennessee Department of Education school-age childcare division to obtain Certificate of Approval for all sites serving students for 15 hours or more per week
- Attends the summer symposium and multistate and other state sponsored conferences
- Obtains 18 professional development hours each year
- Organizes professional development training for site coordinators and staff as it relates to grant goals and objectives
- Works with community partners to expand enrichment activities
- Disseminates annual surveys of stakeholders (i.e., parents, teachers, students). Analyze and share results with various stakeholders
- Works with site coordinators to resolve parent or personnel issues
- Evaluates program and program staff
- Develops operations policies and practices for the after-school program in cooperation with staff, youth, and parents
- Develops a sustainability plan and works toward program sustainability over grant period

Site Coordinator Responsibilities

- Responsible for the overall on-site management of the after-school program and compliance with state and federal 21st CCLC guidelines
- Supervises on-site extended learning staff
- Plans weekly/monthly activity schedule and maintains enrollment data and records
- Submits time sheets and expense receipts and reports achievement and disciplinary data for each student to administration
- Resolves conflicts with students, parents, and staff members
- Trains staff in safety procedures and CPR
- Implements and documents regular safety drills including fire, tornado, and lockdown
- Ensures site program meets all state and federal mandated requirements (i.e., site minimum hours per week of services)
- Completes and submits food and nutrition service records
- Ensures site participant data is accurate in the student management system

Teacher Responsibilities

- Helps students with homework and plans and implements engaging activities to school age children in a developmentally appropriate manner
- Returns all after-school supplies to appropriate location
- Works on a weekly basis with core teachers in developing individualized plans for at-risk students
- Informs site coordinator of absences as far in advance as possible
- Encourages parent involvement by facilitating communication with parents of participating students
- Performs other duties as assigned by program director and site director

Appendix B

Flagging 21st Century Community Learning Centers Students

Option A

- Local Student Information Systems (SIS) Package
- Each software package is different, but the flag should be under “Student Classification Type”
- The flag/value is **2 = 21st CCLC Participant**
- Requires dates of enrollment*

Option B

- Educational Information System (EIS)
- Schools may also use the “Enhanced Data Entry Screens” in EIS to flag 21st CCLC Participants.
- This is found under “Student Classification Type”
- The flag/value is **2 = 21st CCLC Participant**
- Also requires date of enrollment*

Appendix C



Program and Fiscal Monitoring Instrument 21st CCLC & LEAPS Program and Fiscal Monitoring Report

To be completed by the grantee point of contact:

Grantee		
Date of Site Visit		
Director of Program	Phone	Fax
Mailing Address	Email	

The purpose of this tool, which has been adapted from guidelines from various sources referenced in the acknowledgements at the end of the document, is to improve the quality of Extended Learning Programs and to assess their use of best practices in youth programming. The goal for

the programs is to motivate all students to reach their optimal academic potential and social development by engaging in meaningful, fun educational and enrichment activities in collaboration with staff, parents, volunteers, and community partners.

The process will include site visits and observations by staff from the Tennessee Department of Education, as well as interviews with program personnel and participants. Program staff may be asked for written documentation supporting the various indicators. Program staff may ask questions and ask for clarification or feedback regarding improvements needed.

A copy of the completed monitoring instrument will be signed and returned the program director or designee. The agency may file a written appeal to the Tennessee Department of Education concerning the monitoring outcome within 10 working days from the date of the evaluation. The written appeal should be addressed to Extended Learning Programs, 11th Floor, Andrew Johnson Tower, Nashville, TN 37243. The appeal packet should contain materials which support the appeal. Extended Learning Program staff will review the materials and will notify the appellant of the decision concerning granting any scoring changes within 10 working days of receipt of the appeal.

Extended Learning Programs staff will review grantee file materials, as well as the findings from the evaluation process, to determine which projects to continue and the level of funding to offer.

Programming	YES	No	Evidence of Program Implementation	Notes
1. The Grantee has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, and program guidelines posted in public view.			<input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____	
2. The Grantee has procedures for filing civil rights complaints and staff is aware of EDGAR Section 76.532 prohibiting the use of grant funds for religion.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
3. The program schedule and disciplinary policies are included in the parent/student handbook which is distributed at orientation or upon enrollment and clearly posted in public view.			<input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____	

4. Student enrollment and orientation meetings are scheduled and advertised in the community.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
5. Any schedule changes are posted and communicated to parents, volunteers, and partners.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
6. Parent, volunteer, and partner meetings are documented with sign-in sheets, agendas, schedules, etc.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
7. All staff, contractors, and volunteers have undergone a thorough screening and background check.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
Programming	YES	N O	Evidence of Program Implementation	Notes
8. An Emergency Response Plan (ERP) which includes appropriate drills and procedures for emergency situations such as evacuation, reverse evacuation, lockdown, shelter-in-space, hit the deck, drop, cover, and hold, a parent notification plan, a plan for relocating and releasing students, primary and alternate evacuation routes, plans for school-sponsored events, and field trips has been developed and posted.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
9. Identified staff has been trained in appropriate emergency management procedures and are CPR certified.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
10. Student emergency contact and medical information is on file and easily accessible.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	

11. The program space is clean, sanitary, and safe. Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
12. Children's daily arrivals and departures are supervised and a transportation plan is on file that includes the names of adults approved to pick up each child.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
13. Written job descriptions, work schedules, and employee timesheets are on file.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
14. Staff has documented professional development activities on file that are appropriate to program goals and teacher/student needs.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
15. Staff keeps accurate records of student enrollment numbers, daily attendance, and disciplinary offences. Connectivity with the regular school day teacher and principal is documented using coordination sheets, meeting schedules, sign-in sheets, agendas, etc.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____	
16. Student selection criteria, as well as registration procedures, are clear and well-documented.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
17. Students, parents, and partners have meaningful input into programming choices and decisions.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
18. Students interact with each other in positive and respectful ways.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	

Programming	YES	N O	Evidence of Program Implementation	Notes
19. Staff and students interact in a respectful manner.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
20. Staff works well together to meet the needs of all students and uses positive techniques to guide student behavior.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
21. Staff and families work together in positive ways.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
22. Staff interaction with volunteers and partners is collegial and respectful.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
23. Course offerings/activities reflect an effort to raise achievement scores in core subject areas.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
24. Course offerings/activities include the arts (art, music, drama, etc.) and hands-on science and technology opportunities.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
25. Enrichment activities include activities such as fieldtrips to zoos, aquariums, farms, and other entities in the community that expand students' experiences and knowledge base.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
26. Staff has competence in the core areas of academic instruction.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
27. Staff follows the program schedule.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
28. Staff plans lessons and implements them effectively so that students are engaged in the activity or learning process.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
29. The curriculum follows state approved standards and meets the individual needs of the students			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	

30. Activities are utilized to enhance parental involvement with the students and their activities and one parent activity per quarter has been conducted.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
31. Student discipline is documented with data showing the number and types of offenses, whether the number of offenses has declined or increased for each student, and the action taken.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
32. Partnerships have been established within the community and these have been properly documented.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
33. Partners and volunteers have been actively engaged in collaborative activities of the program.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
34. The program has established good working relationships with appropriate local, state, and federal agencies.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
35. Partnerships and volunteer activities reflect student interests and abilities that enable students to participate in a variety of meaningful and fun enrichment activities.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
BUDGETS and AMENDMENTS				
36. The Grantee has a policy/procedure governing the preparation and approval of budgets and budget amendments.			<input type="checkbox"/> Approved budget reflected in Grantee accounting software <input type="checkbox"/> Budget Amendments	
37. The Grantee has a policy/procedure in place to authorize, verify, and reimburse travel expenditures. (OMB Circular A 133–Compliance Supplement)			<input type="checkbox"/> Travel Requests <input type="checkbox"/> Purchase orders <input type="checkbox"/> Receipts / Invoices <input type="checkbox"/> Check / expenditure	

38. The Grantee has written policies/procedures that provides for the following: (EDGAR 80.32(d))		<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
<input type="checkbox"/> A) an inventory database which contains the following elements: <input type="checkbox"/> a) description of the item, <input type="checkbox"/> b) serial number and other identifying numbers (barcode or other local identifying number), <input type="checkbox"/> c) acquisition date, <input type="checkbox"/> d) cost, <input type="checkbox"/> e) physical location of property, <input type="checkbox"/> f) use and condition, and <input type="checkbox"/> g) disposition data (date, method of disposition, sales price-if applicable) when property is retired from service.		<input type="checkbox"/> Equipment Log / Database <input type="checkbox"/> Inventory (Detail checked during program appendix)	
<input type="checkbox"/> B) a physical inventory of the property at least once every year		<input type="checkbox"/> Physical inventory report with dates	
39. Any equipment that was essential to and purchased for the benefit of the program from which it was funded.		<input type="checkbox"/> Locate equipment and determine who is using it and for what purposes	

GENERAL PROGRAM and FISCAL REQUIREMENTS			
40. The Grantee has records to support whether funds were obligated and liquidated within the approved grant period. EDGAR 76.707 (Obligations chart)		<input type="checkbox"/> ePlan <input type="checkbox"/> Purchase Orders / Contracts <input type="checkbox"/> Other _____	
41. Funds are drawn down from ePlan regularly in correlation to expenditures.		<input type="checkbox"/> ePlan Reimbursement Requests	

GENERAL PROGRAM and FISCAL REQUIREMENTS			
42. The Grantee budget and accounting records align with approved funding application and reflect the approved line items and amounts.		<input type="checkbox"/> Approved appropriate application <input type="checkbox"/> LEA Operating Budget <input type="checkbox"/> Expenditure Reports	
43. Grantee submits required reports and documentation to the TDOE Office of Extended Learning in a timely manner.		<input type="checkbox"/> Budget Revision <input type="checkbox"/> Reimbursement Request(s) supporting documentation <input type="checkbox"/> Mid -Year Report <input type="checkbox"/> End of the Year Report <input type="checkbox"/> 21 st CCLC APR <input type="checkbox"/> Other _____	
44. Budget amendments/revisions are submitted and approved prior to obligating the funds. (EDGAR 80.30(c)(2))		<input type="checkbox"/> Budget revisions in ePlan	
45. To ensure internal control, each director signs for expenditures made from his/her program. If the Grantee charges for services or has income from other sources is the income properly accounted for?		<input type="checkbox"/> Sample of purchase orders <input type="checkbox"/> Receipts for income	
USE of FUNDS			
46. Grantee determines that purchases with funds comply with federal cost principles (e.g. reasonable, necessary, and allocable). Are adequate controls in place to account for monies received?		<input type="checkbox"/> Multiple bids <input type="checkbox"/> Documents showing purchases impacted targeted population	

GENERAL PROGRAM and FISCAL REQUIREMENTS					
47. All financial records and programmatic records, supporting documents, statistical and other records are maintained for 3 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (EDGAR 80.42) (OIG may request records up to 5 years after a grant has closed.)			<input type="checkbox"/> Records from First FY <input type="checkbox"/> Records from Second FY <input type="checkbox"/> Records from Third FY <input type="checkbox"/> Other records for unresolved issues		
48. Documentation is on file to detail the proportionate number of funds spent on services provided to non-public school students with disabilities. (34 CFR 300.133)			<input type="checkbox"/> Agreement with Non-public schools <input type="checkbox"/> Contact logs <input type="checkbox"/> Invoices <input type="checkbox"/> N/A		
PERSONNEL					
49. Position count and FTEs are consistent with the approved budget/application.			<input type="checkbox"/> Application <input type="checkbox"/> Budget documents <input type="checkbox"/> Addendum <input type="checkbox"/> List of personnel by funding source		
50. Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages. (OMB Circular A-87)			<input type="checkbox"/> Time sheets <input type="checkbox"/> PARs (Personnel Activity Report)		

Exemplary Practices, Recommendations, and Corrective Action Plan

Tennessee Department of Education

Extended Learning Programs

Grantee Name:	
EXEMPLARY PRACTICES	
Practice	Description
TDOE IMPROVEMENT RECOMMENDATIONS	
Area	TDOE Improvement Recommendation

LEA REQUESTS FOR TDOE TECHNICAL ASSISTANCE				
Area	LEA request for TDOE assistance			
COMPLIANCE ACTION PLAN				
CORRECTIVE ACTION NEEDED: <input type="checkbox"/> Yes <input type="checkbox"/> No				
Compliance Issue	Action Step(s)	Required Documentation	Recurring Issue (Yes/No)	DEADLINE for Completion

SIGNATURES				
Signature below assures a review of, and agreement with, the complete monitoring document including, where applicable, the above Exemplary Practices, TDOE Improvement Recommendations, LEA Requests for TDOE Assistance, and Compliance Action Plan.				
Grantee Position/Title	PRINTED Name	Signature (AFTER monitoring is completed)	Date	
Primary Point of Contact				
TDOE Extended Learning Staff				
TDOE Extended Learning Administrator				

Acknowledgements:

The Tennessee Department of Education created this tool based on resources developed by other states and organizations. The department acknowledges these sources: Tennessee Department of Education, Consolidated Planning and Monitoring, Tennessee Office of Extended Learning Best Practice Mentors, Tennessee LEAPs and 21st CCLC Grantees, *Harvard Family Research Project's After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, Kentucky State Department of Education's 21st Century Community Learning Centers Monitoring Tool, NAA's Standards for Quality School-Age Care, and the Colorado Department of Education's 21st Century Community Learning Centers Monitoring and Quality Improvement Tool.